DOCUMENT RESUME

ED 482 167 JC 030 602

TITLE	South Carolina Technical College System 2001/2002 Accountability Document.
INSTITUTION	South Carolina State Board for Technical and Comprehensive Education, Columbia.
PUB DATE	2002-00-00
NOTE	30p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Accountability; Community Colleges; Institutions; *Master Plans; Mission Statements; *Organizational Objectives; Planning Commissions; *Policy Formation; Statewide Planning; Strategic Planning; Two Year Colleges
IDENTIFIERS	*South Carolina Technical College System

ABSTRACT

This document provides an understanding of the South Carolina Technical College System, System office vision, missions, and values as well as an overview of key strategic goals of the system as a whole. The report was compiled by the State Board for Technical and Comprehensive Education. The six goals that guide the system are ensuring excellence and value, achieving greater efficiency and effectiveness, providing responsible and flexible access to education, developing a world class workforce, acquiring financial and infrastructure resources needed, and demonstrating accountability for achieving the System mission. Reduced higher education funding and equipment and technology deficiency are barriers to the success of the system. Despite barriers, the SC Technical College System has had several major achievements in recent years, which are highlighted in the report. The document provides a business overview, which addresses the system office's function and responsibility, general enrollment information, and base budget expenditures and appropriations. The document provides a section on the elements of Baldridge, which is divided into seven categories. They are the following: (1) leadership; (2) strategic planning; (3) customer focus; (4) information and analysis; (5) human resource focus; (6) process management; and (7) business management. (Author/MZ)

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The State Board for Technical and Comprehensive Education
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Section 1 – Executive Summary

SC Technical College System, System Office Vision, Mission and Values:
The System Office's Vision Statement is the guiding principle behind the support and collaboration of the System Office and its partners. The Mission Statement ensures that our actions are in harmony with the System's original enabling legislation.

Vision
The System Office of the State Board for Technical and Comprehensive Education is to be a cohesive and innovative organization that helps the South Carolina Technical College System to lead the nation in technical education and training.

Mission
The System Office of the State Board for Technical and Comprehensive Education provides leadership, services, accountability and coordination of resources in support of the education and training goals of the South Carolina Technical College System essential for the human resources development and the ultimate economic development of South Carolina.

Values
The System Office values include: Integrity, Teamwork, Diversity, Commitment to Excellence, and Service.

Key Strategic Goals:
The South Carolina Technical College System's continual trend of success substantiates the premise that the educational and training opportunities provided by the System's sixteen colleges have contributed greatly to supporting South Carolina's economy. Each and every technical college has become a central partner within their community by supporting new industries and providing top quality educational opportunities to local residents. There are six goals that guide the System in the achievement of its mission:

- Ensure excellence and value by providing high quality, relevant programs and services to all customers.
- Achieve greater efficiency and effectiveness in fulfilling the System's mission through coordinated college and state-level leadership.
- Develop a world-class workforce to fulfill the demands of an evolving and diversified state economy.
- Provide responsible and flexible access to education, training and retraining through distance learning technology.
- Acquire the financial and infrastructure resources necessary to achieve the Technical College System's mission.
- Demonstrate accountability for achieving the System mission.

Opportunities and Barriers:

Higher Education Funding:
The Commission on Higher Education and the four sectors of public higher education institutions will present a request for an increase in funding of $47 million for next year. This increase will help to ensure continued excellence in higher education in South Carolina. The $47 million request is over and above current FY 2003 State appropriations, after applying last year's $70 million in budget reductions. Funding for the institutions has decreased from approximately 75% of need in fiscal year 2000 to less than 55% of need in fiscal year 2003. This has produced an un-funded need of $370 million (not including student fees) for higher education in 2003-2004. Continuous achievement of world-class status for South Carolina's technical colleges will create opportunities for new and expanded economic investment in South Carolina. Additionally, quality technology education will nurture and promote South Carolina's most important resource for economic growth, an educated and well-trained workforce. The Technical College System's portion of the $47 million Performance Funding Request would be approximately $11.7 million.

Equipment and Technology Deficiency:
In the types of high-tech businesses and industries targeted by South Carolina, job skills are shifting every 6 to 9 months due to advancing technologies. In fact, all jobs will require a higher level of technical skills in the future. This fact has not been lost on other states, including North Carolina and Georgia. The Technical College System has established a five-year plan to focus on critical needs for training equipment and infrastructure that are essential to supporting the System's mission of meeting workforce needs for business and industry in South Carolina. Of the $30 million requested for 2001-2002, the System was successful in achieving a $7 million capital reserve fund and bond bill appropriation. No funding was achieved in subsequent years toward the original deficiency of $23 million or for the $10 million annual replacement and updating of equipment provided for in the System's five-year technology and infrastructure plan.

Center for Accelerated Technology Training -Smart Jobs:
A 1999 economic development study concluded that "South Carolina's major liability is too few entry-level and sub professional workers who are employable and a very limited supply of technically trained sub-professional and professional workers." The report called for a "revolutionary plan" to deal with this potential crisis. The SC Technical College System has proposed the Center for Accelerated Technology Training's Smart Jobs program. Funding for this program, which is critical to South Carolina's economic growth, was first requested in 2001-2002. However, no funds have been appropriated to date.

Workforce availability is one of the most critical factors in business relocation or new business ventures in our state. South Carolina must invest aggressively in appropriate programs and equipment to train workers for 'smart jobs' as the state continues to diversify its economy and becomes a leader in attracting technology-based industries. The state must provide employers the technical training and educational infrastructure to adequately support a knowledge-based economy.

The "Smart-Jobs" program has three components. The first establishes a start-up workforce training capability for high technology companies in fields such as microchip manufacturing, bio-medical research manufacturing and high-end information technology companies that have traditionally by-passed South Carolina. The second ensures the state has the capacity to provide replacement technicians

in critical fields like maintenance mechanics and tool and die makers. The third component of the Smart-Jobs program provides basic education and job readiness training to adults in rural South Carolina where inadequate education inhibits economic growth and investment.

Major Achievements:

As reported in the System's Executive Director's agency head evaluation, the following represents the major achievements for the Technical College System office.

Positioned the South Carolina Technical College System to administer legislated requirements established by lottery funded "tuition-free" access through development of relevant policy and procedure.

Effectively managed the legislative process by consolidating the System's needs and positions and communicating them to lawmakers responsible for creating lottery laws that impact the System. Promoted a communications framework that allowed the colleges and System Office to research the lottery's impact on the colleges in order to plan for the potential of the lottery funding tuition assistance for technical college students.

Supported the South Carolina Department of Commerce in efforts to attain the state's economic development goals.

Implemented an evaluation process to ensure the Center for Accelerated Technology Training (formerly Special Schools) meets the workforce development needs of existing business and industry and is responsive to the changing needs of new prospects. The process resulted in an intensive process improvement movement within the division and resulted in streamlining the organization.

Assist the Governor's Office with the implementation of the recommendations made by the Governor's Taskforce on Workforce Readiness.

The Workforce Development Task Force was assigned responsibility for researching issues related to adult workforce preparation and making recommendations. The executive director was appointed to the Governor's Taskforce on Workforce Readiness. Worked with the SCDOE to enhance workforce development through partnerships. Established a statewide partnership with the Department of Social Services to promote partnership efforts and share model practices to support workforce readiness. This has produced local partnerships between the technical colleges and DSS stakeholders.

Pursue equitable System representation on committees and taskforces of the Commission on Higher Education (CHE).

Equitable System representation on CHE committees and task forces helps all partners to better understand the economic development mission and focus of the South Carolina Technical College System and supports development of the Commission on Higher Education's Strategic Plan for Higher Education. Coordinated a joint meeting between the Executive Committees of the Commission on Higher Education and the State Board for Comprehensive & Technical Education to forge new cooperative and collaborative efforts. Successfully secured voting membership for the System on all CHE Advisory Committees. In the spirit of this trend and in addition to advisory committee appointments, CHE has made multiple appointments of Technical College System representatives to various ad hoc committees.

Orchestrate the rollout of the Center for Accelerated Technology Training in coordination with the Department of Commerce's "Targeted Technology" objectives to include "drop-in" curricula development for the Semiconductor, Biotech, Pharmaceutical, and Information Technology industries.
The Semiconductor Manufacturing curricula "Drop in" courses have been developed, approved and listed in the South Carolina Technical College System Catalog of Approved Courses (CAC). This has been communicated to the Department of Commerce and has been used in working with at least three prospects. The curricula for Biotech / Pharmaceutical currently is in process with assistance being provided by the American Chemical Society.

Launch the "Tech Online" educational delivery system and utilize the resources of the South Carolina Technology Act to enhance this initiative.
SCTechOnline.org is the System's cooperative effort to utilize Internet technology to deliver college-level courses. The site has been effectively tested during the past year, with a total of 553 students during Summer 2001, Fall 2001, and Spring Semester 2002 accessing instruction online. The technical colleges have loaded a total of 683 course offerings to the SCTechOnline website in the first three semesters, more than double the original 300-course goal. This effort has involved a statewide Distance Education Peer Group, which has developed standards for distance education course quality and evaluation. These standards will be implemented during the coming year. The System has worked with the state Office of Information Resources to implement a system-wide telecommunications infrastructure plan that resulted in increased broadband access to OIR's statewide backbone.

The System has also utilized CHE performance improvement funding to provide CCNT training materials and certification testing for telecommunications technicians from each college. Additionally, the System utilized CHE performance improvement funds to ensure that all CHE transfer block courses were offered in either traditional and/or distance learning format beginning Spring 2002 term.

Implement an image initiative to promote the South Carolina Technical College System as a priority sector of higher education.
The System has continued a coordinated statewide media plan to inform key constituents of the System's key role in workforce development and support of the state's economic development. The effort has been focused on supporting the System's ability to assist in maintaining and driving the state's economy through workforce development. Promoted creation of a lottery communications plan that provided the public with basic information regarding the lottery tuition assistance.

Develop a strategy for equipping the growing Hispanic community with English as a Second Language (ESL), educational access, and workforce skills.
The System organized a cross-functional Hispanic Workforce Initiative committee made up of college representatives from credit programs, continuing education, and student services in order to address a growing strategic educational sector. The committee's goal was to develop Technical College System strategies for equipping the growing statewide Hispanic community with English as a second Language, educational access, and workforce skills. A one-day workshop was sponsored at York Technical College for two and four-year colleges and

Hispanic community resource groups to facilitate sharing of best practices. The System's goal was to increase the scope of services provided to Hispanic communities in all college service areas, emphasizing areas where few targeted services currently are offered.

Develop partnership between the Technical College System and the South Carolina Health Alliance that will address the nursing and health sciences labor shortage in the state.

A Healthcare/Education Summit, sponsored jointly by the South Carolina Technical College System (SCTCS) and the South Carolina Hospital Association (SCHA), was held to address the state of the healthcare industry in South Carolina, health related partnerships, legislative concerns, workforce investment interest and healthcare labor shortage issues. The Summit spawned an ad hoc committee to develop a statewide concept for addressing the health care labor shortage.

Section 2, Business Overview

The State Board for Technical and Comprehensive Education acts as the policy making body that guides the state's 16 technical colleges. The Technical College System Office functions as a support center to assist the technical colleges. The System office, through its Center for Accelerated Technology Training, develops and coordinates workforce development training programs that support the creation of new jobs in the state's communities.

System Office Function and Responsibility:

Scope of System

- Nearly 7,000 System-wide employees
- 116 System Office employees

System Office General Role

- Leadership
- Advocacy
- Accountability
- Service

System Office Specific Role

- Economic Development

System Locations:

- System Office- 111 Executive Center Drive, Columbia SC
- Support Unit – Lexington, SC
- Ongoing locations of The Center for Accelerated Technology Training
- 16 Technical Colleges
- Duncan Center, Spartanburg
- Naval Base, Charleston
- Complex for Industrial and Economic Development at Trident Tech, Charleston

Technical College System General Enrollment info:

- 31% of all SC high school graduates enroll at a technical college
- 48% of all public undergraduate students enrolled in a SC public college or university are enrolled at a technical college
- Fall credit headcount has increased by 32% since 1990/91
- Over 90% of total growth in higher education since 1996 has occurred in the technical college sector

Accountability Report Appropriations/Expenditures Chart
State Board for Technical & Comprehensive Education

South Carolina Technical College System

Base Budget Expenditures and Appropriations

	00-01 Actual Expenditures		01-02 Actual Expenditures		02-03 Appropriations Act	
Major Budget Categories	**Total Funds**	**General Funds**	**Total Funds ***	**General Funds**	**Total Funds ****	**General Funds ****
Personal Service	$196,880,386	$131,802,746	$210,493,282	$137,895,730	$202,688,140	$131,719,623
Other Operating	$78,502,098	$2,716,515	$117,024,952	$2,340,574	$114,095,468	$2,910,407
Special Items	$47,321,481	$4,212,946	$26,825,096	$1,052,903	$50,247,139	$23,055,960
Permanent Improvements	$	$	$	$	$	$
Case Services	$	$	$	$	$	$
Distributions to Subdivisions	$	$	$	$	$	$
Fringe Benefits	$46,347,811	$31,092,198	$49,356,510	$33,090,050	$51,124,219	$36,678,554
Non-recurring	$2,041,536	$	$	$	$	$
Total	**$371,093,312**	**$169,824,405**	**$403,699,840**	**$174,379,257**	**$418,154,966**	**$194,364,544**

* 01-02 Federal & Other expenditures for Technical College Funds were estimated.
** 02-03 Appropriations Act amounts include funds carried forward under authority of Proviso 5N.3. and annualization of health insurance.

Other Expenditures

Sources of Funds	00-01 Actual Expenditures	01-02 Actual Expenditures
Supplemental Bills	$	$
Capital Reserve Funds	$20,676,144	$138,171
Bonds ***	$32,056,485	$47,678,206

***Includes Only Capital Improvement Bond Appropriations

Key Customers and Suppliers:

Key Customers:

Businesses and industries creating new jobs in SC, South Carolina Department of Commerce, the sixteen technical colleges, Department of Education, Economic Development allies in SC, Lawmakers, Citizens of SC.

Key Suppliers:

Bank of America, Datatel, Inc., Dell Marketing, Gateway Companies, Long Communications Group, Lowes Home Centers, Machinery Solutions Inc., Robert Bosch Corporation, Suncom, Unisource, US Postal Services, 16 technical colleges

Major Products and Services:

The technical colleges are accredited by the Commission on Colleges of the Southern Association for Colleges and Schools and continue to achieve reaffirmation on a regular cycle. The state's sixteen technical colleges are the System's primary delivery points for services to the people of South Carolina through:

- *College Credit Programs* – The Technical College System's 16 colleges provide cost-effective access to post-secondary education for a wide diversity of students across the state.

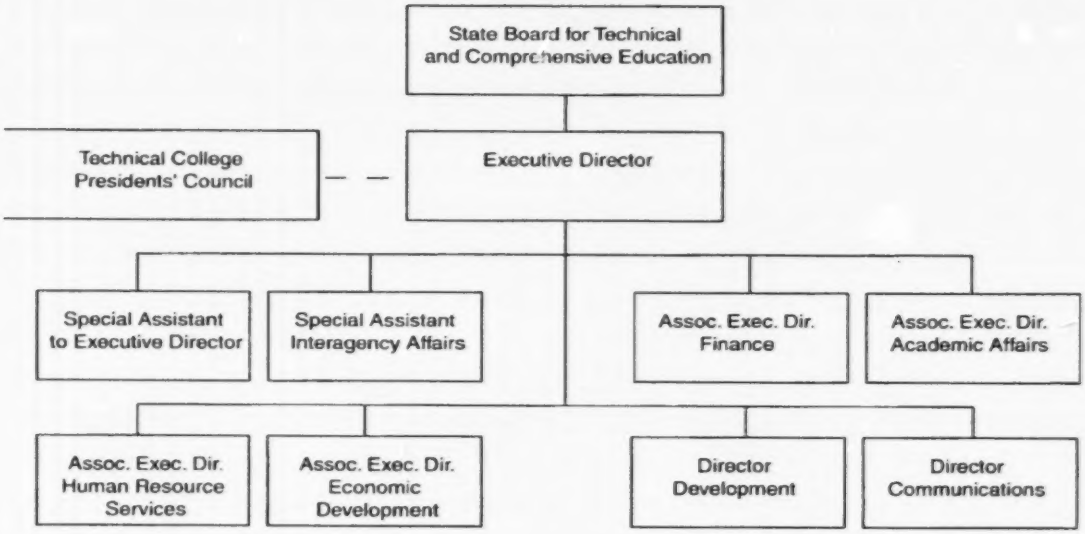
- *Continuing Education Programs* – In accordance with the System's enabling legislation (59-53-20), the System's 16 technical colleges provide continuing education and other training opportunities designed to keep South Carolina's existing workforce up-to-date with changing technology.

- *Developmental Education Programs* – The Technical College System's 16 colleges provide programs to assist students who are not yet prepared to enter college-level programs.

- *Student Development Programs and Services* - The Technical College System's 16 colleges provide a variety of programs and services including skills, ability and interest assessment, academic counseling, leadership development, student activity programs and job placement services.

In accordance with Act 359 of 1996, the System's colleges operate under the state's performance funding legislation. The System continues to work in cooperation with the Commission on Higher Education to ensure that the performance funding indicator definitions do not conflict with the unique mission of the System. In its effort to offer relevant, effective educational opportunities for students, the System offers approximately 300 degree, 126 diploma and 615 certificate programs across a broad spectrum of career disciplines in addition to the customized pre-employment training of the System's Center for Accelerated Technology Training program.

Agency Organizational Structure:


State Board for Technical and Comprehensive Education
Technical College Presidents' Council
Executive Director
Special Assistant to Executive Director
Special Assistant Interagency Affairs
Assoc. Exec. Dir. Finance
Assoc. Exec. Dir. Academic Affairs
Assoc. Exec. Dir. Human Resource Services
Assoc. Exec. Dir. Economic Development
Director Development
Director Communications

Section 3, Category 1 – Leadership

1.1 ***How do senior leaders set, deploy and communicate: Short and long term direction? Performance expectations? Organizational values? Empowerment and innovation? Organizational and employee learning? Ethical behavior?***

Each year, the presidents of the 16 South Carolina Technical Colleges collaborate with System trustees and state office staff to advance priority initiatives that support the System's strategic goals. The college presidents along with the System's Executive Director identify a number of initiatives for priority action. Additionally, the technical college presidents along with State Board members and System office staff have worked to establish a cohesive System vision, mission and values statement that guides the System in the achievement of its mission. This is communicated through printed materials, on the System's web site and during employee meetings. It is also posted at several prominent locations throughout the System office.

The State Board's Executive Director has established an executive council comprised of his direct reports. It is this group who develops the basis for System Office Plans that support the long range strategic goals of the system along with the presidents' priorities. The plan's performance objectives are incorporated into employee EPMS documents.

Additionally in the System Office, the Executive Director has established a Manager's Advisory Council (MAC) comprised of senior managers. The MAC is organized to facilitate and coordinate, through collective and collaborative work, action plans of the System Office Annual Business Plan and the System Operational Plan in support of the overall System Strategic Plan. The group also serves as a catalyst for "closing the gap" as identified in the System Office's Baldrige GAP Analysis Team's report and prioritized by the Executive Director's direct reports.

The MAC serves as a "think tank" to propose initiatives to position the System Office and the System to be more proactive to the challenges/opportunities on the horizon in education, technology, and economic development.

All business plans are communicated to System Office employees through personal contact, regularly scheduled employee meetings, departmental meetings and email messages. The System office vision, mission and values statement encourages responsibility and ethics and has been printed on small posters for employees and it is posted in numerous locations throughout the office space. The System's mission is also printed on each employee's business card.

System office employees are encouraged to offer suggestions for improvement and to submit new ideas to support the System's goals and office efficiency. Ethical behavior is reinforced through procedures.

1.2 ***How do senior leaders establish and promote a focus on customers?***

During the past year, the System Office Executive Director along with the executive council and the manager's advisory council has worked to encourage and support a working environment that focuses on the organizations' internal and external customers. The System Office operates primarily as a support organization to the state's sixteen technical colleges. In order to support the colleges and meet the strategic objectives of the technical college presidents' priorities that are supported by the System office, each functional area of the System office coordinates activities with functional peer groups. Peer groups are comprised of representatives from each of the sixteen colleges and work together to achieve the presidents' priorities and the System's strategic objectives. System office personnel share information and coordinate work activities to ensure that peer groups work on issues using the same information.

The Associate Executive Director for Economic Development has also instituted quality-focused teams to formally identify economic development customers and institute action plans and alignment to best meet customer needs. Additionally, the System has focused on encouraging senior leaders participation in customer groups at partner agencies or private training clients to ensure that the System office understands the critical needs of customers. Peer group leaders meet annually to learn a collaborative process outlined by the technical college presidents and to gain understanding of priority issues for the coming year.

1.3 ***What key performance measures are regularly reviewed by your senior leaders?***

Internally, senior leaders review performance of objectives that support the Executive Director's strategic goals. These performance objectives are tied to the Executive Director's agency head review as well as senior leaders' EPMS reviews. Additionally, the Executive Director as well as his direct reports communicates with the technical college presidents on a monthly basis to review progress on priority issues identified by the presidents at an annual planning meeting. System office staff members also provide the Presidents' Council with quarterly and annual reporting on priority issue progress. Internally, the executive council members compare action plans against performance.

1.4 ***How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization?***

Internally, each organizational office within the System Office incorporates performance reviews into the next year's action plans. The System Office also uses external reviews when available. For example, the System's Center for Accelerated Technology Training, formerly known as Special Schools, utilized an audit conducted by the Legislative Audit Council to develop strategies for improving the operations of the division. These strategies were put into action during the past year through the development of quality teams that focused on key performance processes. Senior leaders also utilize employee suggestions to develop new ways to improve employee communications and performance. The manager's advisory council has begun developing actions that address an internal Gap analysis conducted by a representative group of System Office Employees.

1.5 ***How does the organization address the current and potential impact on the public of its products, programs, services, facilities and operations, including associated risks?***

The State Board has an oversight and policy making function that guides the state's 16 technical colleges in providing services to their local communities. During the past year, the System Office has utilized extensive informal surveys to assess the impact of lottery tuition assistance on the System and technical college students and utilized that information to shore up manpower plans, inform lawmakers of potential risks, and inform the general public.

1.6 ***How does senior leadership set and communicate key organizational priorities for improvement?***

Ultimately, organizational priorities flow from the System's long-term strategic plan. On an annual basis, organizational priorities are set and communicated using several planning tools including the agency head evaluation document, employee EPMS forms and the System Operating Plan. Additionally, the manager's advisory council focuses its efforts on the strategic needs of the system in order to better support the agency's strategic plan. The executive director, his direct reports and senior managers conduct communication of these priorities directly to System office personnel though email, face to face meetings and newsletters. All communications are intended to reinforce the agency's mission and inform employees of our progress.

1.7 ***How does senior leadership and the agency actively support and strengthen the community? Include how you identify and determine areas of emphasis.***

Agency employees participate in numerous charity activities including the United Way, and conduct annual charity drives, such as clothing and toy drives for women's shelters. Also, each of the state's sixteen technical colleges makes a tremendous contribution to the communities they serve.

Other areas of focus are identified by participation within various boards, commissions and work-groups to identify community needs and develop actions to address critical need areas. One such example is the executive director's involvement with the Governor's Workforce Education Task Force. This group is currently addressing strategies to increase the number of South Carolinians who go on to higher education after high school.

Part of the agency's mission compels the System Office to work with communities throughout the state to support rural economic development as well as development of urban areas of the state. An additional example is the agency' collaboration with DSS and others to address the needs of the Hispanic community in South Carolina.

Section 3, Category 2 - Strategic Planning

2.1 ***What is your Strategic Planning process, including participants, and how does it account for: Customer needs and expectations? Financial, societal and other risks? Human resource capabilities and needs? Operational capabilities and needs? Supplies/contractor/partner capabilities and needs?***

The Technical College System hosts an annual Joint Summit of State Board members, Area Commission members, College personnel, partner agencies and System Office personnel as the first step in strategic planning and communicating priorities for the System. The first joint summit held in 1999 created the framework for the System's 5-year strategic vision. The planning summit resulted in the creation of a document "Creating the Future" which outlines the Technical College System's vision and strategic goals for the new millennium. It is that document which guides the technical college presidents' setting of priority issues that are supported by the System's peer groups and ultimately by the System office senior staff.

The technical college presidents hold an annual planning meeting that is attended by the System's Executive Director and his direct reports. In this planning session, priorities that support the System's strategic plan are identified and developed as an operational plan that focuses on issues that will affect the System's ability to deliver services established by its legislated mission. The System office staff members led by the Executive Director then develop plans that support the presidents' priorities.

Legislation that governs the State Board for Technical and Comprehensive Education identifies the System's primary customers. They include, among others, the technical colleges as well as all residents of the state who desire an affordable, quality higher education. Additionally, the System's customers include industrial prospects and other manufacturers who create new jobs in the state.

Needs and expectations of the colleges are addressed by close coordination of strategic actions and development of coordinated priorities. An example of this would include development of strategies to assist the colleges' compliance with Act 359 of 1996.

Societal expectations are accounted for in the strategic planning process by providing the framework for leadership that allows the technical colleges to support access to a college-level higher education for all state residents. Additionally in concert with the Workforce Investment Act and other legislation designed to promote the creation of jobs in South Carolina's rural communities, the System's Center for Accelerated Technology Training works directly with businesses and industries to develop training programs for employers that are creating new jobs as well as with individuals who are seeking to access training for those new jobs.

All System office support functions and action plans are supported through the agency's human resource function and the annual agency-manning plan. Strong fiscal management supports the agency's operational capabilities and strategic supplier partnerships with vendors such as Datatel, Bell South and Bank of America.

2.2 ***How do you develop and track action plans that address your key strategic objectives?***
Each functional department of the System office develops action plans by using the president's priorities and the System's strategic plan as guides. All plans are then coordinated by the directors of each office. Manpower resources are allocated based upon objectives. Additionally, the budgeting process is directly linked to completion of strategic priorities that support the agency's mission and its strategic plan.

The most significant step in the development and tracking of action plans is the coordination of plans between System departments and peer groups to ensure that diverse groups do not waste time and financial resources in working to achieve objectives. Results of actions are reported to the technical college presidents on a quarterly basis and specific strategic initiatives are reported and coordinated with the executive director on a regular basis by all direct reports.

2.3 ***How do you communicate and deploy your strategic objectives, action plans and performance measures?***
Strategic objectives are communicated and deployed through a variety of methods. Initially, they are developed through focused planning sessions with the System Office executive council and the manager's advisory council. Plans are then communicated by face to face communications between peer groups and individuals throughout the system; posting of meeting minutes along with the agency's strategic plan on the System's intranet site; review and communication of measures in the development of employee EPMS evaluation documents. Additionally, System Office employees are informed of strategic objectives and action plans through regular departmental meetings and bi-annual all-employee meetings.

Section 3, Category 3 – Customer Focus

3.1 Identify key customers and stakeholders.

The State Board for Technical and Comprehensive Education acts as a policy-making board in its relationship with the state's sixteen technical colleges. The State Board's support staff is known as the South Carolina Technical College System office staff. Customers for the System office staff include the sixteen technical college presidents and support staff and functional departments at each of the technical colleges.

The System office also considers the SC Department of Commerce as one of its key customers due to the fact that our mission supports Commerce's recruitment of new business and industry into the state. Additionally, key customers include businesses and manufacturers for which the System's Center for Accelerated Technology Training conducts training programs and the trainees served by the Center each year.

Ultimately, the people of South Carolina are key stakeholders of the Technical College System. Municipalities and counties are also key stakeholders, as they benefit from tax revenues and increased economic activity when businesses expand or locate in their area. Our legislated mission makes us accountable to all citizens for the provision of high quality higher education and technical skills training. Other stakeholders include partner state agencies and the legislative branch.

3.2 ***How do you determine who your customers are and what are their key requirements?***

The System office's customers are determined by the agency's enabling legislation. Our legislated mission determines general customer requirements, however, constant contact with our customers provides System office staff with new and updated requirements.

Additionally, during the past year the System's Center for Accelerated Technology Training has utilized a comprehensive quality process to better identify the agency's customers and their key requirements. Four teams focused on specific service areas in order to identify where employees should focus their efforts in providing service to the Center's students, employer customers and each other.

3.3 ***How do you keep your listening and learning methods current with changing customer/business needs?***

The System has incorporated an additional video network at each technical college into a tool to facilitate the exchange of information via the use of technology and to facilitate the achievement of System priorities. Additionally, the System office continues to leverage web-based technology to gain feedback through its internal web site.

However, no technology tool takes the place of face-to-face communications. Therefore, the System still gains a majority of its feedback as well as identifies customer needs by communicating directly with all customers and stakeholders.

3.4 ***How do you use information from customers/stakeholders to improve services or programs?***

The System Office uses customer input to realign and better focus the delivery of services to customers. Based upon input from the Department of Commerce, the System worked to update the image of one of our state's primary tools for recruiting new jobs. Subsequently, the System's Special Schools program became the Center for Accelerated Technology Training. The System has utilized the center to address workforce development needs identified by economic development organizations and local communities. That process has produced a number of 'Get Ready' programs around the state that instruct potential workers in basic skills so that they can qualify for additional workforce training programs. This effort has helped to ensure that employers have an available workforce.

Additionally, the Center has utilized customer input to reorganize and place human resources in areas of focus that better support the development and delivery of training programs.

3.5 ***How do you measure customer/stakeholder satisfaction?***

Customer and stakeholder satisfaction is generally measured with an informal, yet extensive listening/probing process and an ongoing process of evaluating services. Examples of these measurements include the Executive Director's survey of the college presidents to determine priority issues for system to be used in strategic planning; an HR customer satisfaction survey of college HR departments, Presidents, and chief business officers; and continual surveys of industry by the Economic Development Division. Results of these surveys are used to improve programs and services provided by the System Office and to provide a baseline for developing action plans to further the System mission.

3.6 ***How do you build positive relationships with customers and stakeholders? Indicate any key distinctions between different customer groups.***

Positive relationships with all customers are based upon personal interaction and face-to-face meetings. These include campus visits from System office personnel to various technical colleges, visits with lawmakers and staffs, presentations and interaction with service organizations and board memberships.

Section 3, Category 4 – Information and Analysis

The technical colleges report to lawmakers under Act 359. However, the System's continual process of auditing college academic programs supports college reporting to the Commission on Higher Education. To support total quality of data collection and analysis in the future, the System office is in the process of developing a data warehousing system that will enable reporting and evaluation of programs to be done more efficiently.

Consistent with other state agencies, the System Office of the state Technical College System has taken action to improve organizational operations in support of agency mission through the development and implementation of a plan for integrating Baldrige principles into the planning, evaluation and professional development process of the agency. To that end, an agency self-assessment/evaluation team (GAP Analysis Team) was appointed and charged with conducting a self-assessment of the agency operations, as benchmarked against the criteria for the Baldrige Award, to evaluate the level of effectiveness of processes and to identify areas for improvement. This assessment is now being reviewed by the manager's advisory council (MAC), the executive staff and the executive director in order to identify and develop key indicators to analyze and assess agency performance. This process will be completed during the coming fiscal year.

Additionally, the Center for Accelerated Technology Training is utilizing quality teams to identify and develop specific areas for performance analysis in the delivery of workforce development training programs. This process will enhance the Center's collection of statistical trainee data.

Section 3, Category 5 – Human Resources

The mission of Human Resource Services is to provide the highest quality consultative, facilitative and innovative leadership to the human resources functions of the SC Technical College System in partnership with our customers. Human Resource Services is responsible for the overall direction of human resource management programs through the development, implementation and coordination of State Board policies and procedures. HR provides guidance and counsel to managers at the technical colleges and the System Office to assure compliance with all applicable state and federal guidelines and adherence to sound human resource management principles. The division also develops and coordinates programs designed to facilitate improved quality services and processes at the System Office, to encourage employee involvement in decision-making, and to inject quality principles into the System's human resource management policies and procedures.

5.1 ***How do you and your managers/supervisors encourage and motivate employees (formally and/or informally) to develop and utilize their full potential?***

Managers/Supervisors employ a variety of options to encourage and motivate employees to achieve their full potential. These include:

- Providing tuition assistance to employees seeking job related educational/training opportunities;
- Affording employees the opportunity to exercise flexible work schedules;
- Placing value on employee performance by maximizing available dollars to award performance increases;
- Awarding bonuses to recognize significant employee contributions/efforts
- Using the Employee Performance Management System to recognize employee performance and to identify areas for improvement to assist the employees in maximizing their value to the organization;
- Recognizing employees who pursue professional development opportunities designed to improve work processes through the Cathy B. Novinger Professional Development Award;
- System Office social and planning group meetings to enhance motivation;
- Promoting from within where possible.
- Encouraging professional development activities

5.2 ***How do you identify and address key developmental and training needs, including job skills development, new employee orientation and safety training?***

The System Office recognizes the need for training and development of its employees and the value employees add to organizational growth and productivity. Training needs are continually identified through supervisory recognition, employee requests, and informal needs assessments.

The System Office recently held its first-ever professional Development Day for all employees in order to provide all with an orientation to the System's past and provide direction for the future. With the theme, "Building On the Past To Prepare for the Future", the day long event featured a keynote address by former S. C. Governor John C. West and

two moderated panel discussions about the history and future of the technical college system.

The System Office has entered into a contract with the Budget and Control Board's Human Resources' Development Unit to assist and facilitate the organization's self assessment and evaluation of management processes as the organization attempts to incorporate the Baldrige criteria into agency management practices. As a result of this, a GAP Team was appointed by the Executive Council as an agency self-assessment/evaluation team in August of 2001. The team was charged with conducting a self-assessment of the agency operations, as benchmarked against the criteria for the Baldrige Award, to evaluate the level of effectiveness of processes and identify areas for improvement. The team met for several months and ended with recommendations for initiatives to improve organizational practices.

An employee development plan is being developed that will provide the foundation for continuous training and development and address the organizational as well as the personal needs of employees. The purpose of this employee development plan is designed to serve as a management tool for promoting, developing, managing, and enhancing employee performance by empowering employees to reach their full potential. It further serves as the foundation for implementing the Human Resource Focus of the Baldrige Criteria by aligning training and development initiatives with agency objectives in an effort to build and maintain a work environment and an employee support climate conducive to performance excellence in organizational practices. The employee development plan introduces the concept of individual development plans for all associates. The individual development plan will serve as a management tool in individual career development. The purpose of the individual development plan is to assist in plotting a path to improve knowledge and skill competencies and build experience that will be used to benefit the individual as well as the organization.

5.3 How does your employee performance management system, including feedback to and from employees, support high performance?

Managers/Supervisors are encouraged to use the Employee Performance Management System as a tool in establishing clear performance expectations for employees. This system allows managers and supervisors to agree upon meaningful objectives that directly benefit the employee and the organization. Employees are encouraged during the planning stage, as well as in EPMS conferences, to identify and seek higher levels of performance. The EPMS is effectively managed by the agency as evidenced by minimal "meets by default" ratings being reported annually.

All System Office associates are encouraged to link at least one objective on the EPMS planning stage to the goals and objectives of the Annual Business plan. This not only encourages participation but more clearly defines how each employee, in the scope of his or her responsibilities contribute to the achievement of the agency mission.

Additionally, training sessions "Understanding the Employee Performance Management System" were provided for System Office associates. The training sessions were designed

to define the supervisor's and the employee's role and responsibilities in the performance management process, teach critical skills needed in the preparation and completion of the planning stage and the EPMS document, as well as identify the three stages of the performance management process.

5.4 ***What formal and/or informal assessment methods and measures do you use to determine employee well being, satisfaction and motivation?***

The System Office uses both formal and informal methods to determine employee well-being satisfaction and motivation. An Associates Advisory Committee, representative of a diverse group of employees, facilitates and encourages communication of employee needs, concerns, and suggestions for System Office improvements to the Executive Director and Executive Council. The Associates Advisory Committee sponsors semi-annual "All Associates Retreats" which are held off site. The retreats are designed to promote employee satisfaction

The System Office also encourages an active employee suggestion program. The Executive Council reviews all suggestions at Executive Council meetings, and responds to each employee suggestion.

In recognition of Public Service Recognition week and the value that employees add to the organization, the System Office observed a number of activities. These included: 1) the observance of a business casual dress code for the week, 2) individual unit activities for interaction among associates and 3) a cookout luncheon prepared and hosted by the Executive Council.

Human Resource Services hosted a pre-retirement seminar in an effort to assist employees in all that needs to be accomplished in preparing for the future. The daylong event included topics on deferred compensation, investing, legalities etc

5.5 ***How do you maintain a safe and healthy work environment?***

Employee participation in state sponsored wellness activities is encouraged. The State Health Plan "Prevention Partners" promotes healthier lifestyles by providing health screenings and workshops, a Spring Fitness Walk, and Poster Board Educational Health Updates which are made available to employees.

The agency contracts with an EAP provider, REACH Employee Assistance Program, to assist the agency and the employees with a broad scope of professional and confidential counseling services aimed at prevention, early detection, and skillful early intervention with problems that could adversely impact employees' job performance. The EAP recently provided a workshop on stress management/ time management. Stress management offered information about stress and common stressors, an awareness of the behavioral, psychological, and cognitive effects of stress, how to manage personal and job stress, relaxation techniques, and how to build a stress resistant lifestyle. Time management offered techniques on how to become more proactive by using your time wisely, improving organizational skills, and developing a plan of action that will assist you

in avoiding the crisis mode. Because today's pace and responsibilities can lead to unhealthy levels of stress, employees learned how to recognize signs of burnout and anxiety and proven techniques to reduce stress which are essential keys to maintaining a healthy lifestyle.

5.6 <u>What is the extent of your involvement in the community?</u>

Many of the agency's leaders and employees serve on various boards and commissions and donate time to community service organizations. The agency encourages participation in annual community focused fund drives such as Good Health Appeal and United Way.

Section 3, Category 6 – Process Management

6.1 What are your key design and delivery processes for products/services, and how do you incorporate new technology, changing customer and mission-related requirements, into these design and delivery processes and systems?

The key areas for products/services include human resource services and academic services to the colleges that are coordinated within these respective divisions at the State Office. HR processes and academic process are driven by state requirements for reporting and delivery of service. Additionally, the Center for Accelerated Technology Training has focused extensively on process improvement activities to better focus deliver of workforce training to enhance the System's mission of supporting economic and human resource development in South Carolina.

The System's Center for Accelerated Technology Training (formerly Special Schools) has focused on identifying, developing and streamlining processes in four key areas of its service delivery: prospect presentations, facility visits, trainee recruitment and selection and training delivery. The Center divided all staff members into teams to address each critical area. Before the teams conducted an assessment/analysis/recommendation process, each team member received training in Baldrige quality principles and process improvement. The teams focused on the following areas: current process identification and mapping; identifying customers and their key requirements; alignment of processes to customer requirements; and development of recommendations to address specific areas where change was indicated. The team's recommendations focused on how to better utilize technology to adapt to changing customer requirements in the delivery of workforce training services.

Further leveraging new technology will enhance HR and academic services. For example, a data warehousing system currently under development will provide consistency of data and will be more responsive to the needs of colleges, the Governor's Office, and other key stakeholders for easily accessible data.

6.2 How does your day-to-day operation of key production/delivery processes ensure meeting key performance requirements?

As mentioned in Section 1.2, the System Office works within a framework of functional peer groups. The System Office manages the peer group work activities and provides leadership in accomplishing the work plans of the functional peer groups in order to align work product with the System's strategic plan and the technical college presidents' priority initiatives. Ultimately, these plans drive much of the day-to-day operations of the System Office.

Day-to-day operations of the Center for Accelerated Technology Training have been reorganized as a result of the quality process mentioned in section 6.1. This reorganization identified several areas where internal services were no longer cost effective. For example, internal printing capabilities were discontinued and outsourced in order to more effectively provide training materials for each training project. Additionally, the Center's senior management structure was reorganized to streamline reporting and actually enable field

managers to become more entrepreneurial and more accountable for individual performance. The ultimate result is structured to better meet performance requirements.

The Center also formed training teams to better meet the needs of different sectors of industry. Formation of these teams has streamlined the training response and delivery process.

6.3 What are your key support processes, and how do you improve and update these processes to achieve better performance?

Key support processes for the technical colleges include human resources processes, as described in Category 5, procurement process that include funding management services to the technical colleges and reporting functions with the Commission on Higher Education. IT processes include information management and data retrieval processes that support college and System reporting for Act 359 and other data management functions.

In the area of academics, the System Office conducts an annual audit of degree programs to include current enrollments, graduations rates, and job placement rates. Colleges are asked to respond in writing, and programs that do not meet key performance requirements are subject to be placed on suspension. The System Office has the responsibility of conducting an annual audit on data reported by the colleges to comply with Acts 359 and 255. This annual audit measures the compliance, consistency and accuracy of the reported data.

6.4 How do you manage and support your key supplier/contractor/partner interactions and processes to improve performance?

The System Office maintains close relationships with key suppliers, such as the State's Chief Information Officer, and actively solicits their involvement in improving processes. As an example, the System has closely involved CIO in its efforts to plan for statewide infrastructure improvements and has utilized CIO's staff expertise in assisting in development of the System infrastructure plan. CIO staff will continue to be a part of the System Office's team tasked with overseeing implementation of the plan.

Additionally, the System Office is continuing development and deployment of a system for training the technical college liaisons responsible for locally implementing SCTechOnline, a web site that allows all state residents to search for and access internet college courses that are offered by all sixteen technical colleges. Similarly, as part of the efforts to insure the effectiveness of the System's Intranet site as a communication tool, training is continually offered to all users.

Workforce Development Training Programs:
The Center for Accelerated Technology Training (formerly Tech Special Schools)

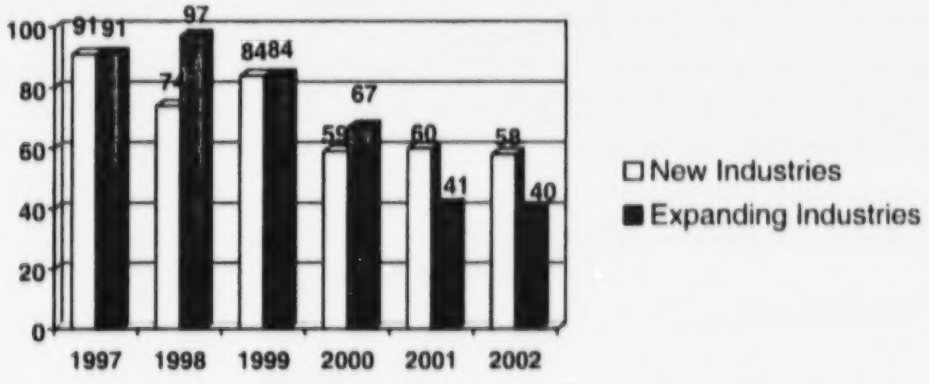
The South Carolina Technical College System's Economic Development Division manages the program. The Center for Accelerated Technology Training offers programs that support the primary mission of the System Office. Other programs are delivered on the college level. The primary goal of the Center for Accelerated Technology Training's pre-employment workforce training program is to promote and support South Carolina's economic development efforts in rural and metropolitan areas of the state.

The Center is charged with development and delivery of high quality, customized pre-employment workforce training for new and expanding businesses that are creating new, high paying jobs in South Carolina. This results in providing training opportunities to the citizens of South Carolina so that they can qualify for new, higher paying jobs in all areas of the state.

Key Results:
During FY 2001-2002, the Technical College System's Center for Accelerated Technology Training program achieved the following results:

- Number of projects – 98: 58 new, 40 expanding;
- Total trainees for new and expanding businesses – 4,511;
- Trainees by sex – 50% male (2,251), 50% female (2,260)
- Trainees by race – 49% African American (2,187), 46% White (2,079), 5% other (245)
- Total trainees since 1961 – 218,019

Plants Served by the Center for Accelerated Technology Training



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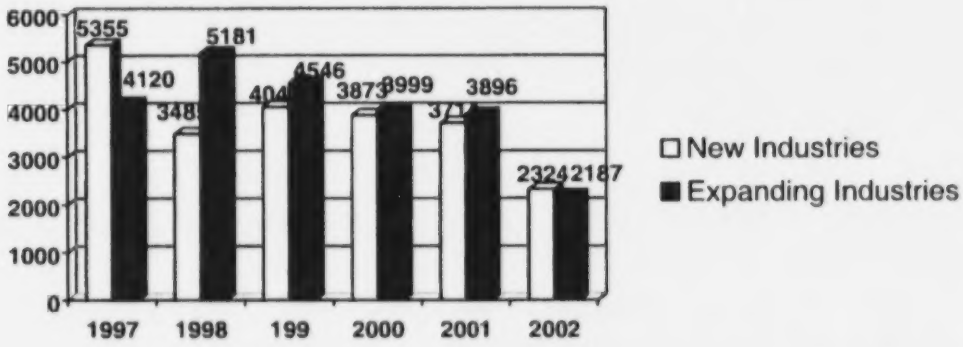
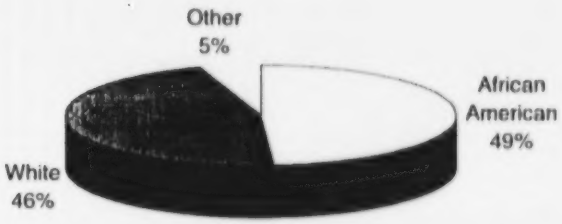
Number of People Trained by the Center for Accelerated Technology Training





Percent Trained by Race

Percent Trained by Sex

CATT Company Evaluations Summary

- CATT was rated as above average to excellent on all evaluation questions related to deliverables. A positive trend in the average ratings for all evaluation questions related to CATT deliverables was established
- Seventy-five percent (33 of 44) of new companies responding to the evaluation indicated that CATT training played a significant role in their decision to create new jobs in South Carolina. One additional company indicated that CATT training was the determining factor.
- Fifty percent (26 of 52) of expanding companies responding to the evaluation indicated that CATT training played a significant role in their decision to create new jobs in the state.

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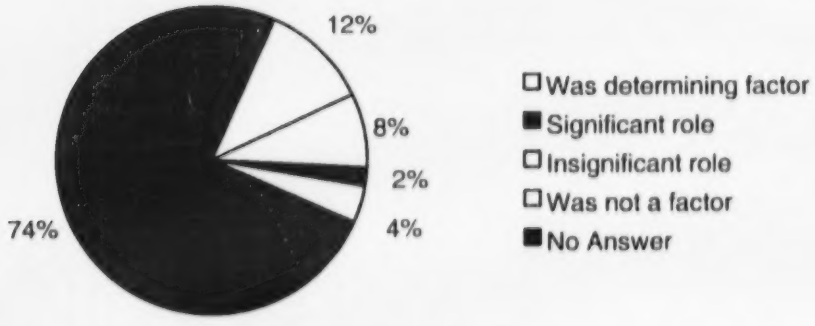
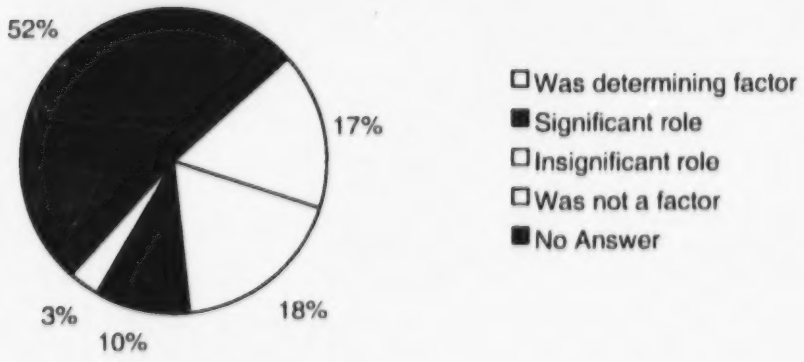
Evaluation Question :

"We would like to know the extent to which the availability of CATT training was a factor in your company's decision to create new jobs in South Carolina. Circle or mark one of the following."
From 112 replies, 5/16/01 through 6/20/02

New Companies



Expanding Companies



Accountability Report Transmittal Form

Agency Name **State Board for Technical and Comprehensive Education**

Date of Submission **9-13-02**

Agency Director **Dr. James L. Hudgins**

Agency Contact Person **Lawrence Ray**

Agency Contact's Telephone Number **(803) 896-5321**

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